



Inclusion Strategy Newport Primary School

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27 – 2028/2029
Date this statement was published	31 st July 2026
Date on which it will be reviewed	31 st July 2027
Statement authorised by	Full Governing Body

Statement of intent

At Newport Primary School, inclusion sits at the heart of everything we do. We serve a diverse community in an area of significant deprivation, with a high proportion of pupils with additional needs. Many of our pupils speak English as an additional language, and we experience high levels of mobility throughout the year.

Our aim is that every child feels they belong, attends regularly and is able to access learning successfully, whatever their starting point. We recognise that inclusion begins with strong universal provision: high-quality teaching, clear routines, and a curriculum designed with all learners in mind from the outset.

We know that many of our pupils start school with low levels of language and communication. This can affect their ability to access learning across the curriculum, understand new concepts and express their thinking. As a result, we place a strong emphasis on developing vocabulary, oracy and language through everyday teaching, rather than relying solely on intervention.

We also have a significant number of pupils with SEND. Our approach ensures these pupils are supported through strong universal provision alongside targeted and

specialist support where needed, with a focus on early identification and timely intervention.

Alongside this, we are seeing increasing levels of social, emotional and mental health need, often linked to trauma. We are developing a consistent, whole-school approach to support pupils with regulation, relationships and readiness to learn, so that all pupils can engage successfully in school life.

Attendance and engagement remain key priorities. We are strengthening pastoral support and taking a relational approach to ensure pupils feel safe, understood and motivated to attend. We are also continuing to build stronger partnerships with parents and carers, recognising that language and cultural differences can sometimes create barriers to communication.

This strategy reflects the full range of barriers to learning and participation experienced by our pupils, including wider factors such as attendance, family context, language development and mobility, not solely identified SEND. It sets out how we are strengthening both our universal provision and targeted support to meet these needs consistently across the school.

Through the Inclusive Mainstream Fund, along with our school budget and notional SEN budget, we are investing in sustainable, whole-school approaches that remove barriers to learning, enabling all pupils to participate fully and achieve well.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning
1	Low starting points in language and communication across the cohort , including limited vocabulary and oracy skills on entry, impacting access to the curriculum.
2	High proportion of pupils with SEND , including needs in communication and interaction, and social, emotional and mental health, with increasing complexity over time.
3	Significant SEMH needs , including emotional regulation, resilience and readiness to learn.
4	High levels of deprivation , impacting early development, attendance and access to wider experiences.

5	High proportion of pupils with English as an additional language (EAL) , including new arrivals requiring language acquisition support.
6	High pupil mobility , leading to disrupted learning and the need for ongoing induction and support.
7	Attendance and persistent absence , particularly for vulnerable groups.
8	Barriers to parental engagement , including language and cultural differences affecting communication, attendance and partnership working.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity <i>(noting evidence and barrier numbers addressed)</i>	Activity type <i>(whether it is universal or targeted)</i>	Total budgeted cost <i>(this should account for spend from IMF and core budget allocations)</i>
Whole-staff CPD focused on adaptive teaching, scaffolding, and communication-rich classrooms to strengthen high-quality universal provision (Barriers 1, 2, 4, 5)	Universal	£4,000
Development of a consistent whole-school SEMH approach (relational practice, regulation strategies, predictable routines) to improve readiness to learn (Barriers 2, 3, 7)	Universal	£12,500
Strengthening early identification, assessment and SEND systems to	Universal	£4,500

ensure timely and appropriate support (Barriers 2, 6)		
Targeted speech, language and communication support for identified pupils with greater need (Barriers 1, 2)	Targeted	£2,000
Pastoral and SEMH interventions, including small group and individual support (Barriers 3, 7)	Targeted	£6,500
Development of regular opportunities for parents to engage with school (workshops, stay-and-play sessions, informal drop-ins) to build confidence and relationships (Barriers 7, 8)	Universal	£500
Targeted family support for vulnerable and persistently absent pupils, including pastoral outreach, home communication and signposting to external services (Barriers 4, 7, 8)	Targeted	£20,000

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved access to learning through stronger language development	Pupils demonstrate improved vocabulary, understanding and ability to articulate ideas across the curriculum
Improved emotional regulation and readiness to learn	Reduction in behaviour incidents; increased time engaged in lessons
Improved outcomes for pupils with SEND, including progress from individual starting points	Pupils with SEND make expected or better progress from their starting points
Improved attendance, particularly for persistently absent pupils	Overall attendance improves and persistent absence reduces

Stronger parental engagement	Increased participation in school events and improved communication with families
Increased consistency and confidence in inclusive practice across staff	Consistent classroom practice observed across the school; staff confidence increases

Review of the previous academic year

2026 is the first year of publication for the Inclusion Strategy. The impact of this strategy will be reviewed in 2027 following the first year of implementation.

Further information

This inclusion strategy should be read alongside other school policies, including our SEND policy, attendance strategy and pupil premium strategy, which together support our approach to meeting the needs of all pupils.